

From Scorable “0s” to 2s in Six Easy Steps

Tools for the Classroom



Bonnie Goonen – bv73008@aol.com

Susan Pittman – skptvs@aol.com

Webinar Guide May 2015

Institute for the Professional Development of Adult Educators

TOOLS FOR THE CLASSROOM

From Scorable “0s” to 2s in Six Easy Steps

Implementation of CCRS ELA Standards:

Rod Duckworth, Chancellor
Career and Adult Education, Department of Education

Zelda Rogers, Senior Educational Program Director
Adult Education, Career and Adult Education

Ila Waite-Burns, Program Specialist
Adult Education, Career and Adult Education

June Rall, Director of IPDAE
Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By

Bonnie Goonen
Susan Pittman



The IPDAE project is supported with funds provided through the Florida Department of Education and Division of Career Adult Education.

Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

Table of Contents

Classic Model for an Argument	1
Questions for Close Reading	3
Graphic Organizers for Argumentative Writing	4
Unpacking Prompts	4
Vee Charts as Prewrites	5
Argumentative Writing Organizers: Pros and Cons	6
Argument Graphic Organizer	7
Evaluating an Argument	8
Thesis/Claim Frames	9
How Do You Know? – Frames for Incorporating Evidence	10
Constructed Response Organizer.....	11
Explain the Evidence	12
Sentence Structures: Helping Students Discuss, Read, and Write About Texts	13
Assessing the Argument.....	15
Revising and Editing Checklist.....	16
Resources from the World Wide Web for Reasoning through Language Arts	18

Classic Model for an Argument

No one structure fits all written arguments. However, argumentative writing consists of the following elements. Below is a basic outline for an argumentative or persuasive essay.

I. **Introductory Paragraph – Set up Your Claim**

Your introductory paragraph sets the stage or the context for the position for which you are arguing. The introduction should include a thesis statement that provides your claim (what you are arguing for) and the reasons for your position on an issue.

Your thesis:

- states what your position on an issue is
- usually appears at the beginning or ending of the introduction in a short essay
- should be clearly stated and should contain emphatic language (should, ought, must)

II. **Body of your Argument – Support Your Claim**

A. **Background Information – Lays the foundation for proving your argument**

This section of your paper gives the reader the basic information he or she needs to understand your position.

This section will often include:

- A summary of works being discussed
- A definition of key terms
- An explanation of key theories

B. **Reasons or Evidence to Support your Claim**

All evidence you present in this section should support your position. This is the focus of your essay. Generally, you begin with a statement that you back up with specific details or examples. Make sure to connect the evidence to the claim. The reader should be able to see that there is a logical, persuasive connection between the claim, reasons, and data (evidence). Depending on how long your argument is, you will need to devote one to two well-developed paragraphs to each reason/claim or type of evidence.

Sample Format for Supporting Evidence Paragraph

- **Topic Sentence:** What is one item, fact, detail, or example you can tell your readers that will help them better understand your claim/paper topic? Your answer should be the topic sentence for this paragraph.
- **Introduce Evidence:** Introduce your evidence either in a few words (As Dr. Brown states . . .) or in a full sentence (To understand this issue, we first need to look at statistics).

- State Evidence: What supporting evidence (reasons, examples, facts, statistics, and/or quotations) can you include to prove/support/explain your topic sentence?
- Explain Evidence: How should we read or interpret the evidence you are providing us? How does this evidence prove the point you are trying to make in this paragraph? Can be opinion based and is often at least 1-3 sentences.
- Concluding/Transitional Sentence(s): End your paragraph with a concluding sentence that reasserts how the topic sentence of this paragraph helps up better understand and/or prove your paper's overall claim and how it transitions to the next idea.

III. Addressing the Opposite Side – Refute the Objections

Any well-written argument must anticipate and address positions in opposition to the one being argued. Pointing out what your opposition is likely to say in response to your argument establishes that you have thought critically about your topic. Addressing the opposite side actually makes your argument stronger! Generally, this takes the form of a paragraph that can be placed either after the introduction or before the conclusion. Often this is phrased as an opposing view and the refutation to the view.

Sample Format for Supporting Evidence Paragraph

- Introduce the Counterargument – this could be one or more arguments against your thesis
- State the Evidence – what evidence is provided in the text(s)
- Refute the Evidence – argue against the evidence and why the stance that you have selected is the better supported
- Concluding/Transitional Sentence(s) – end the paragraph with information that reasserts your position as a whole.

IV. Conclusion

The conclusion should bring the essay to a logical end. However, your conclusion should not simply restate your introductory paragraph. Your conclusion should explain what the importance of your issue is in a larger context. Your conclusion should also reiterate why your topic is worth caring about. Some arguments propose solutions or make prediction on the future of the topic.

Adapted from:

Odegaard Writing and Research Center.

<http://www.depts.washington.edu/owrc>

Purdue OWL Writing Lab. <https://owl.english.purdue.edu/owl/>

The Writing Center at UNC Chapel Hill. <http://writingcenter.unc.edu/handouts/>

The Writer's Workplace. Ed. Sandra Scarry and John Scarry. 6th ed. Boston: Thomson Wadsworth, 2008.

Questions for Close Reading

After they have read the excerpt(s), can your students answer these questions?

What is the author's argument?

What position does the author take (for or against)?

What is one point that supports the author's argument?

What evidence does the author give to support this point?

What is the point of view of the author?

What is one point that refutes the author's point of view?

Graphic Organizers for Argumentative Writing

Unpacking Prompts

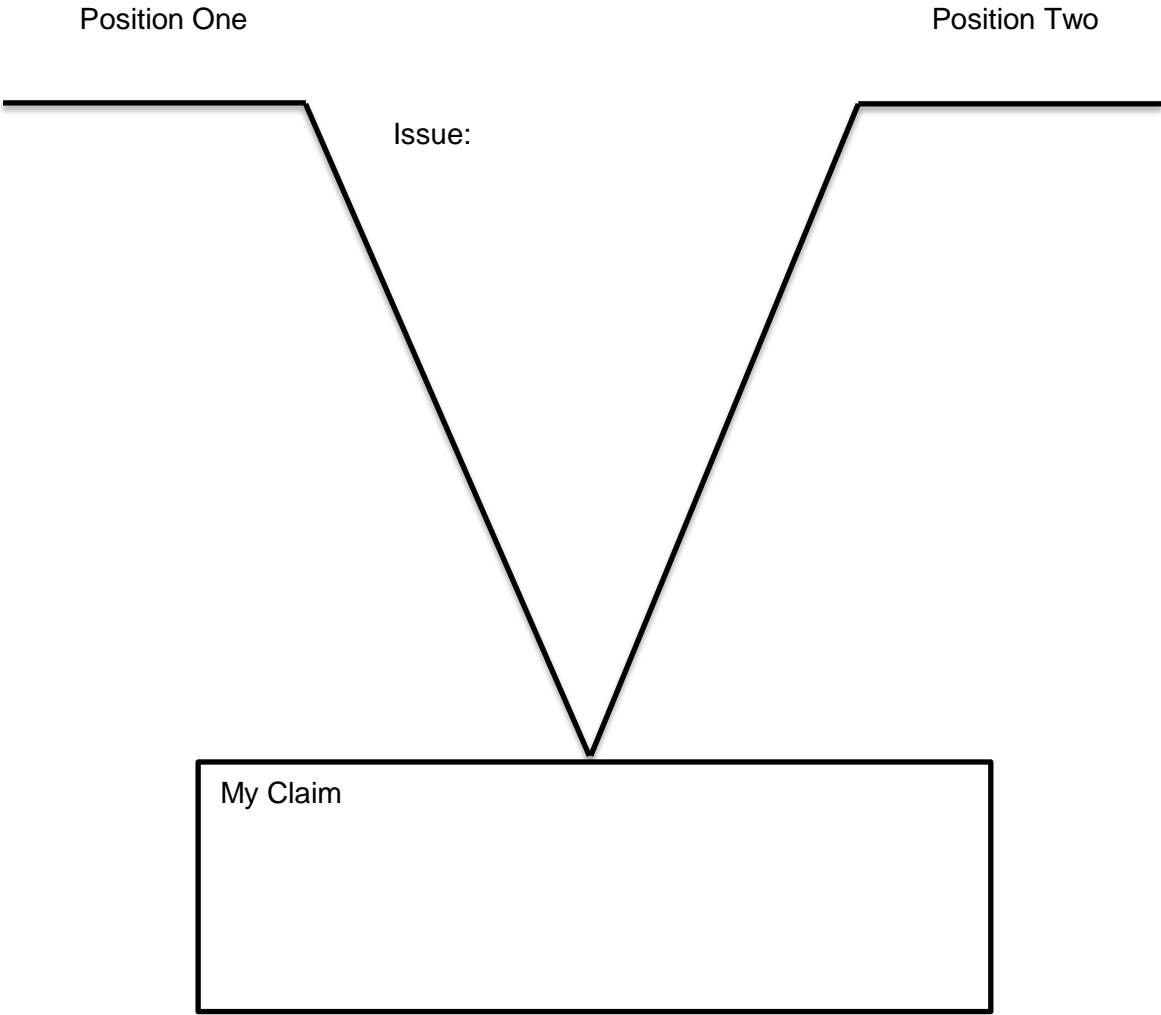
The article presents arguments from both supporters and critics of Daylight Saving Time who disagree about the practice's impact on energy consumption and safety.

In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response.

Type your response in the box below. You should expect to spend up to 45 minutes in planning, drafting, and editing your response.

Do	What

Vee Charts as Prewrites



Argumentative Writing Organizers: Pros and Cons

Question or Statement	
Pros (Evidence that Supports)	Cons (Evidence that Opposes)

Decision for a claim:

Defend your decision:

Argument Graphic Organizer

Purpose:

This graphic organizer provides an avenue to evaluate an author's argument within a text by determining the relevance and validity of each claim and the overall sufficiency of the evidence presented.

Sample/Description:

Use the Argument Graphic Organizer to support students as they delineate and evaluate claims made by the author throughout a text. Prepare students for this thinking by discussing how much evidence is sufficient and by determining the relevancy of evidence within the text. Model and highlight these critical features in a variety of text types to build competency with this strategy for students.

After highlighting critical features within text and demonstrating using models, provide time for guided practice using the graphic organizer:

- 1) Students practice in pairs as they read short texts closely and evaluate evidence and reasoning. Students highlight critical features of texts and begin to complete graphic organizers in pairs.
- 2) Students work independently after working in pairs. Provide support via prompting, as needed. Students continue to highlight critical features of texts and complete graphic organizers.

Evaluating an Argument

Directions: After reading an argument text, use the table below to evaluate the author's reasoning and evidence.

Claim 1:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Claim 2:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Claim 3:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Claim 4:

Is the claim relevant? Tell why.

Is the claim valid? Tell why.

Is the evidence presented by the author sufficient? Tell why or why not.

Thesis/Claim Frames

A thesis is an answer to a specific question. A thesis statement makes a claim or proposition that reflects a specific point of view. The thesis statement should recognize both sides of a question, yet focus on two to three specific points (discussion points) sometimes called points of analyses. A thesis statement is the roadmap for the written response. The placement of the thesis statement is generally located in the introduction and summarized in the conclusion of a writing sample.

The general argument made by _____ in his/her work _____ is that _____ because _____.

Although _____ (believes, demonstrates, argues) that _____, _____ supports/provides the clearest evidence _____.

A key factor in both _____ can be attributed to _____.

When comparing the two positions in this article, _____ provides the clearest evidence that _____.

Looking at the arguments regarding _____, it is clear that _____.

In discussion of _____, one controversial issue has been _____. _____ believes that _____.

On the other hand, _____ asserts that _____.

_____ is clearly the best supported argument on the issue of _____.

How Do You Know? – Frames for Incorporating Evidence

In the article, “_____,” _____ maintains that _____.

_____’s point is that _____

_____’s claim rests upon the questionable assumption that _____

One reason that _____ maintains the position of _____ is that _____

According to the text/article/passage/report, _____

An example of _____, is _____. This proves/supports that _____

The author states that _____

In addition, the author/article/research supports that _____. This proves that _____.

Examples/data supporting _____, include _____

Constructed Response Organizer

Prompt/Question:		
<p>Restatement of question in own words (unpack it)</p> <hr style="border-top: 1px dashed black;"/> <p>Claim</p> <p>Evidence Detailed body of evidence or reasons that support answer – include enough details to answer the question. Make sure all details support the claim and are not off-topic.</p> <p>Counterargument(s)</p> <p>Restated question Concluding thoughts</p>		
	Text 1	Text 2
	Claim	Rebuttal

Explain the Evidence

Teach students how to identify evidence through direct quotes, paraphrase the information, and explain how the evidence supports the claim/thesis.

Claim	Using a Direct Quote (What direct quote supports the claim?)	Paraphrasing (How can you rewrite the direct quote in your own words?)	Explanation (How does the evidence support the claim?)

Sentence Structures: Helping Students Discuss, Read, and Write About Texts

Students at all levels struggle to find language that expresses their ideas and helps them achieve their rhetorical purpose. Sentence structures offer a useful means of getting students up and running with academic language through either sentence starters or sentence frames. Both approaches are useful for writing about and discussing different types of texts.

Sentence Starters	Sentence Frames
<p>Making Predictions</p> <ul style="list-style-type: none"> • I predict that... • If x happens, then... • Because x did y, I expect z. <p>Making Connections</p> <ul style="list-style-type: none"> • X reminds me of... • X is similar to y because... • X is important to y because... <p>Making Inferences</p> <ul style="list-style-type: none"> • X means . . . since x is... • Early on the author says... which suggests • X is... • X causes y as a result of... which shows... <p>Summarizing</p> <ul style="list-style-type: none"> • The main (central) idea is... • The author argues that... • In _____, (author's name) implies... <p>Evaluating</p> <ul style="list-style-type: none"> • The author's point is/is not valid because... • The author does/does not do a good job of... • The most important aspect/event/idea is... <p>Analyzing the Text</p> <ul style="list-style-type: none"> • The author uses _____ to show/achieve... • The author assumes _____ which is/is not true... • The use of _____ strengthens/weakens the author's 	<p>Summarizing</p> <ul style="list-style-type: none"> • Readers often assume that... • While many suggest x, others say y.... • (Author's name) agrees/disagrees with x, pointing out... <p>Responding</p> <ul style="list-style-type: none"> • X claims...which I agree/disagree with because.... • X's point assumes x, which I would argue means... • While I agree that_____, you could also say... <p>Agreeing</p> <ul style="list-style-type: none"> • Most will agree that... • I agree with those who suggest that... • X offers an effective explanation of why y happens, which is especially useful because most think that.... <p>Disagreeing</p> <ul style="list-style-type: none"> • I would challenge x's point about y, arguing instead... • X claims y, but recent discoveries show this is... • While X suggests y, this cannot be true since... <p>Taking the Third Path: Agreeing and Disagreeing</p> <ul style="list-style-type: none"> • While I agree that..., I reject the larger argument that...since we now know... • I share X's belief that..., but question...due to...

<p>argument by...</p> <p>Clarifying</p> <ul style="list-style-type: none"> • What the author is saying is... • Given that x happened, the author is trying to show... • X is not _____ but is, instead, _____ since.... <p>Synthesizing</p> <ul style="list-style-type: none"> • These elements/details, when considered together, suggest... • Initial impressions suggested x, but after learning _____ it is now clear that... It is not a question of x but rather of y because.... 	<ul style="list-style-type: none"> • Most concede x though few would agree that y is true... <p>Arguing</p> <ul style="list-style-type: none"> • Although x is increasing/decreasing, it is not y but z that is the cause... • While x is true, I would argue y because of z. • X was, in the past, the most important factor but y has changed, making it the real cause. <p>Explaining Importance</p> <ul style="list-style-type: none"> • Based on x, people assumed y, which made sense at the time, but now we realize z, which means.... • This change questions our previous understanding of x, which means that now we must assume... • While this conclusion appears insignificant, it • challenges our current understanding of x, which means that...
--	---

Sentence starters and frames from: "A Cognitive Strategies Approach to Reading and Writing Instruction for English Learners in Secondary School," by Olson and Land in *Research in the Teaching of English* (Feb 2007) and *They Say/I Say: The Moves that Matter in Academic Writing*, by Graff and Birkenstein (Norton 2006/2010).

Assessing the Argument

Response	Notes
	<p>The Claim</p> <ul style="list-style-type: none"> • Is it debatable? • Is the focus narrow enough for the writing required? • Does it establish the argument? • Is it valid? <p>The Evidence</p> <ul style="list-style-type: none"> • Does it support the claim? • Does it include facts or statistics? • Does it include examples? • Is it based on an expert's or the writer's personal opinion? <p>The Warrant</p> <ul style="list-style-type: none"> • Does it explain the pieces of evidence? • Does it connect evidence to the claim? • Is it reasonable? • Does it make assumptions? • Is it logical? <p>The Counterclaim</p> <ul style="list-style-type: none"> • Does the writer include information that disagrees with the original claim? • Is it reasonable? • What is the evidence that supports the counterclaim? <p>The Rebuttal</p> <ul style="list-style-type: none"> • Does it explain why the counterclaim does not work? • What is the evidence used to support the rebuttal?

Revising and Editing Checklist

Introduction

- Does your introduction begin with a sentence that grabs the reader's attention?
- Does your paper contain a thesis that is a clear summary of your main point or argument?
- Is your thesis arguable? Your thesis should not simply be the statement of a fact because a statement is NOT arguable.
- Does your thesis match your assignment? A thesis for a compare-contrast paper is constructed differently than a thesis for a personal narrative or a research paper.
- Is your thesis placed correctly? Normally the thesis should be the last sentence of your introductory paragraph, but it can also appear either as the first sentence or within the first paragraph.
- Does your thesis provide a clear outline for the entirety of your paper?
- Does your thesis answer a question? Keep in mind, a thesis should never be written as a question.

Body Paragraphs

- Does the topic sentence of each body paragraph summarize the entirety of the points that paragraph covers?
- Does each topic sentence correspond with your thesis statement?
- Does all of the information in your paragraph support your topic sentence?
- Is the final sentence in each body paragraph a sentence that either summarizes the paragraph or transitions to the next point?
- Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change the point of view selected?

Conclusion

- Does the last paragraph remind readers of the main points of the essay, without going into too much detail repeating everything readers just read?
- Is the conclusion free of new information (such as another supporting point)?
- Does the last sentence leave readers with a strong final impression?

Entire Paper

General

- Is the writing in formal, third person?
- Does one idea flow smoothly into the next?
- Do the sentence structures and lengths vary?
- Does every sentence relate to the thesis?

- Does everything make sense?
- Is the essay convincing?
- Are the grammar, punctuation, and spelling correct?

Sentence Composition

- Have you removed unnecessary hedges that weaken your arguments such as *probably*, *might be*, *somewhat*, or *kind of*?
- Have you removed unnecessary words that do not add to the sentence such as *really* or *a lot*?
- Have you varied your vocabulary by utilizing a thesaurus and dictionary when necessary in order to avoid repetition or incorrect word choices?
- Are your sentences of varied lengths and complexities? A paper is stronger when it has a mixture of sentences versus all short sentences or all long sentences.
- Are all transitions from one idea to another smooth and clearly explained, so the reader does not need to make any leaps in logic?
- Has all slang and conversational language been removed?
- Have you removed any offensive language, such as gender-based or biased language?

Verbs

- Do your verb tenses match?
- Are your verb tenses consistent?
- Have you replaced unnecessary "to be" verbs (be, been, is, are, were, was) with stronger verbs?
- Are you using "active" verbs?

Integration of Information

- Are all of your quotes and paraphrases correctly cited?
- Are all of your quotes introduced and explained properly?
- Is all of your information, such as quotes and data, pertinent to your topic? Does your information correspond with the topic sentence of your current paragraph?

Grammar and Mechanics

- Have you used parallel structure?
- Do your pronouns agree with the antecedents they are replacing?
- Is your paper free of fragments and run-on sentences?
- Is your paper properly punctuated?
- Is your paper free of spelling errors?
- Have you read through your paper (slowly) in order to catch errors that you would miss otherwise?

Resources from the World Wide Web for Reasoning through Language Arts

Aspen Institute. Materials for teaching close reading skills that are tied to standards. This site also provides leadership materials.

<http://www.aspendri.org/portal/Home>

Free Resources for Educational Excellence. Teaching and learning resources from a variety of federal agencies. This portal provides access to free resources. <http://free.ed.gov/index.cfm>

National Council for Teachers of English. This site provides lessons and strategies for teaching nonfiction text.

<http://www.ncte.org/kits/nonfictionlessons>

Newsela. A site with nonfiction articles available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

PBS Teacher Source. Lesson plans and lots of activities are included in the teacher section of PBS. <http://www.pbs.org/teachers>

ProCon.org. A website that provides both sides of the argument. Useful for use in teaching argumentative writing. <http://www.procon.org/>

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. <http://owl.english.purdue.edu/>

RAFTS Northern Nevada Writing Project. The project includes print materials that may be purchased, as well as access to RAFTS prompts that can be generated electronically. <http://www.unr.edu/educ/nnwp/index.html>

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has classroom resources and professional development activities in the area of integrated reading, writing, and thinking skills. <http://www.readwritethink.org/>

Teach 4 Results. A list of resources for teaching the writing process. http://iteach4results.wikispaces.com/*Writing

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. <http://ttms.org/>

The Writing Studio – Colorado State University. A step-by-step guide for argumentative writing.

<http://writing.colostate.edu/guides/guide.cfm?guideid=58>

Tools for Teachers: Engaging in Academic Writing. Resources from the Aspen Institute on implementing more rigorous reading and writing skills.

<http://www.aspendri.org/portal/browse/CategoryList?categoryId=281>

Writer’s Web. Materials from the University of Richmond’s Writing Center.

<http://writing2.richmond.edu/writing/wwweb.html>

A Few Websites for Common Errors in Writing

The Everyday Writer 20 Common Errors in Writing

http://bcs.bedfordstmartins.com/everyday_writer/20errors/

Twelve Common Errors

<https://writing.wisc.edu/Handbook/CommonErrors.html>

15 Grammar Goofs That Make You Look Silly

<http://www.copyblogger.com/grammar-goofs/>

Stay in Touch!

- Florida IPDAE – <http://floridaipdae.org/>
- GED Testing Service® – www.GEDtesting.com